



المملكة المغربية  
وزارة التربية الوطنية  
والتكوين المهني  
والتعليم العالي والبحث العلمي



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الأطر المرجعية المكيفة الخاصة باختبارات الامتحان الوطني الموحد لنيل شهادة التقني العالي (BTS) - دورة 2020  
الإطار المرجعي للاختبار الخاص بمكون اللغة الإنجليزية - جميع التخصصات التجارية

**Composante: La Langue Anglaise**

**Filières: Toutes les filières du BTS Commercial**

## INTRODUCTION

The BTS English exam is a summative written achievement test produced by the Moroccan National Centre of Evaluation and Exams. It is administered to all eligible BTS candidates. The content of the exam paper is directly based on the national curriculum and aims at assessing testees' knowledge and skills in reading, vocabulary, grammar, language functions and writing. The test paper comprises three sections:

Section One: Comprehension

Section Two: Language

Section Three: Communication

### 1. SYLLABUS BREAKDOWN

Stream	Syllabus	Syllabus coverage
Commercial PME/PMI MC CG MT TC GA	The syllabus specified in the Guidelines (2010)	All learners must cover the : Topics/themes mentioned in the guidelines ( Referential )

### 2. COMPLETION TIME AND WEIGHTING

Stream	Completion time
Commercial	2 hours

### 3. EXAM SECTIONS AND SCORING

The global scoring and percentage for each section is specified as follows:

Stream	Comprehension	Language	communication
Commercial	14/40 ( 35% )	14/40 ( 35% )	12/40 ( 30% )

## 4. SECTIONS, TEST TECHNIQUES AND RUBRICS

### 4.1. THE COMPREHENSION SECTION

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الإطار المرجعي للاختبار الخاص بمكون اللغة الإنجليزية - جميع التخصصات التجارية  
مديرية التقويم وتنظيم الحياة المدرسية والتكوينات المشتركة بين الأكاديميات - المركز الوطني للتقويم والامتحانات والتوجيه  
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- The reading tasks must aim at testing comprehension.
- Questions must appear in textual order within the rubrics.
- For word meaning or reference, the relevant paragraph must be indicated.

#### 4.1.1. READING SUBSKILLS

Testees should be able to:

- Identify main idea and details
- Identify specific information
- Make inferences
- Infer word meaning from the context
- Identify referents
- Transfer information from text to chart, diagram or table
- Identify the logical order of ideas in the text
- Extract information



#### 4.1.2. TEXT TYPES AND TOPICS

The comprehension section should include **business and professional** text. The text needs to be of an appropriate level of difficulty, and should preferably target issues related to the topics and themes in the syllabus.

#### 4.1.3. LENGTH OF TEXT

The total number of words in the reading material should observe the following:

Stream	Total number of words (with a margin of 10%)
Commercial	300 – 350

#### 4.1.4 TEST TECHNIQUES

The following techniques are designed to test various reading sub-skills. They should be varied so that no particular technique would become so predictable. They should also lead to clear and reliable scoring.

- Chart filling
- Word meaning
- Word reference
- Sentence completion
- True/False with justification
- Wh-questions

Four of the above techniques must appear in the reading comprehension section to guarantee appropriate coverage of the reading sub-skills.

#### 4.1.5 DISTRIBUTION OF BITS

The comprehension section should contain 10 to 20 bits. The bits should sample the reading sub-skills listed above. Over-testing one or two reading sub-skills at the expense of others should be avoided.

#### 4.1.6 RUBRICS

Rubrics are instructions that inform test-takers on how to perform test tasks. They also inform them about the scores. Four to six rubrics from the list below must be used to test reading comprehension:

- **ANSWER THESE QUESTIONS.**
- **ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY.**
- **COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT.**
- **FILL IN THE CHART WITH THE RIGHT INFORMATION FROM THE TEXT.**
- **FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN THE SAME AS**
- **FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN THE OPPOSITE OF**
- **MATCH EACH IDEA WITH THE CORRESPONDING PARAGRAPH.**
- **PUT THE FOLLOWING IDEAS/ ARGUMENTS/ SENTENCES/ EVENTS ...IN THE CORRECT ORDER IN WHICH THEY APPEAR IN THE TEXT.**
- **WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO?**

#### 4.1.7 SCORING AND PERCENTAGE

Responses may get a score of 0, 0.5, 1, 1.5 or 2 points.

When scoring reading comprehension, students must not be penalized for grammar and/or spelling mistakes.

#### Comprehension: 14 points (35%)

Rubrics	Nber of bits	score	percentage
True / False	2 or 3	2 or 3 points	6% or 7%
Wh Qs	2 or 3	2 or 3 points	6% or 7%
Word meaning	2 or 4	2 or 3 points	6% or 8%
Word reference	2 or 3	2 or 3 points	6% or 7%
Sentence completion Or Chart filling	3 or 4	2 or 3 points	7% or 8%

#### 4.2. THE LANGUAGE SECTION

- This section includes grammar, vocabulary, and aims at testing students' ability to use language accurately and appropriately.
- Items testing vocabulary, grammar should be contextualised.
- Items testing grammar may include affirmative, negative and interrogative forms.
- Items must be receptive and productive.



##### 4.2.1. GRAMMAR

Grammar items test students' ability to recognize and use language accurately and appropriately. The items should be contextualized. They should target the following:

- conditionals
- reported speech
- infinitive vs gerund

- passive with different tenses
- passive with modals
- perfect tenses

#### 4.2.2. VOCABULARY

Items testing vocabulary **should be** related to the topics and themes in **the syllabus**. They should particularly focus on the following lexical elements:

- Business and professional English vocabulary

#### 4.2.3. TEST TECHNIQUES FOR THE LANGUAGE SECTION

A variety of test techniques should be included in the language section. The overuse of some of these techniques at the expense of others must be avoided.

- providing the correct verb tense/ form
- rewriting sentences
- completing sentences
- gap filling
- matching
- defining key terms



#### 4.2.4. RUBRICS

The rubrics below are to be used when testing grammar and vocabulary.

- **FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS FROM THE LIST.**
- **FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS.**
- **REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN.**
- **REWRITE THE SENTENCES AS INDICATED / SUGGESTED.**
- **MATCH THE WORDS WITH THE RIGHT DEFINITIONS.**
- **CIRCLE/CHOOSE THE RIGHT ANSWER.**
- **GIVE THE CORRECT FORM OF THE WORDS IN BRACKETS.**

#### 4.2.5. DISTRIBUTION OF BITS

The language section must contain 14 to 20 bits. The bits must sample the language components (grammar and vocabulary) included in the syllabus.

A minimum of four rubrics must be used in the language section.

#### 4.2.6. SCORING AND PERCENTAGE

Responses may be scored 0, 0.5, 1, 1.5 or 2 point(s).

**Language: 14 points ( 35% )**

Rubrics	Nber of bits	score	percentage
<b>Grammar:</b>	<b>5 to 6</b>	<b>5 points</b>	<b>12.5%</b>
- Rewriting	3	3 points	9%
- Circle/choose the right answer	2 to 4	2 points	3.5%

<b>Vocabulary:</b>	<b>12 to 13</b>	<b>9 points</b>	<b>22.5%</b>
- Matching	4 to 8	4 points	11%
- Sentence completion	5	5 points	11.5%

### 4.3 THE COMMUNICATION SECTION

#### 4.3.1 FUNCTIONS / TELEPHONING

##### Functions:

Dialogue completion:

The functions to be tested are the following:



Social Functions
<ul style="list-style-type: none"> <li>• Making and responding to requests</li> <li>• Complaining</li> <li>• Apologising</li> <li>• Asking for advice</li> <li>• Giving advice</li> <li>• Expressing opinion</li> <li>• Asking for opinion</li> <li>• Agreeing and disagreeing</li> <li>• Suggesting / accepting and refusing suggestion</li> </ul>

##### Telephoning:

Dialogue completion

The telephoning expressions to be tested are the following:

Telephoning instructions
<ul style="list-style-type: none"> <li>• Making contacts</li> <li>• Exchanging information</li> <li>• Making calls</li> <li>• Receiving calls</li> <li>• Asking to speak to someone</li> <li>• Giving and taking messages</li> <li>• Checking information...</li> </ul>

#### 4.3.2 WRITING

The writing section measures the ability to write **Business and Professional English**.. The target writing sub-skills include the use of:

- adequate and relevant content
- appropriate text structure according to the targeted format
- appropriate style according to audience
- cohesive devices and transitions to organize their writing
- correct use of mechanics (spelling, punctuation, capitalization)
- appropriate structures and vocabulary to get the message across
- variety of sentence structures: simple and complex ones

The following table shows different format/genres and types of writing to be tested:

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Format/Genre of Writing	Types of Writing
<b>COMMERCIAL :</b> <b>Formal:</b> <ul style="list-style-type: none"> <li>• letters</li> <li>• e-mails</li> <li>• memos</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• making / responding to an order</li> <li>• complaining and responding to a complaint</li> <li>• informing</li> <li>• Reordering / completing</li> <li>• booking etc...</li> </ul>

## THE WRITTEN PRODUCT

The required written product should be professional and concise.

## CRITERIA

Criteria for scoring must be specified in the marking scale.

criteria
Lay out
Relevance to the task(s)
Appropriate paragraphing and organisation
Appropriateness and variety of vocabulary
Accurate use of grammar
Accurate use of mechanics (spelling, punctuation and capitalization)



### 4.3.3. Scoring and percentage

- The writing scale for scoring functions or telephoning will range from 0 to 4.
- The rating scale for scoring the writing section will range from 0 to 8 points: 2 points for the appropriate lay out and 6 points for the body and development of the writing.

A score of 0 is given when:

- the candidate does not write anything
- the candidate only copies the prompts or the topic
- the candidate **only** writes the lay out
- the candidate writes in a language other than English
- the candidate writes about a topic different from the one assigned